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ABSTRACT

This interim report is the first of three expected evaluation reports for the Urban-Suburban Pupil Transfer Program under current Title III Elementary Secondary Education Act funding. Based upon data collected during the 1971-72 school year, it considers pupil achievement and attitudes as well as the attitudes and perceptions of parents, the community, teachers, and administrators. It also includes an assessment of selected features of the World of Inquiry School. Generally, urban pupils enrolled at suburban schools did not achieve expected gains in reading or mathematics as measured by their performance on New York State Pupil Evaluation Program Tests. Teachers and administrators alike expressed concern about meeting the social, remedial, and instructional needs manifested by the children. Excessive absenteeism also appeared to affect the achievement of some pupils. The World of Inquiry School, an experimental demonstration school, has pupil enrollment representative of the greater Rochester area. Generally, pupils at this school reflected higher achievement in reading and mathematics than counterparts citywide during 1971-72. Parents of urban children readily expressed their support for the transfer program, although the reason reported for this support was not the reduction of racial isolation but the obtaining of better educational opportunities for their children. (Author/JM)

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CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

FIRST INTERIM EVALUATION REPORT:
URBAN-SUBURBAN PUPIL TRANSFER PROGRAM
1971 - 1972

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INTRODUCTION

Since its origin in 1965, the Urban-Suburban Transfer Program has expanded to include 524 pupils enrolled at six school districts and two demonstration schools. The original 24 pupils enrolled at West Irondequoit schools paved the way for current participants to attend schools in Brighton, Penfield, Pittsford, Wheatland-Chili, suburban schools in the Rochester Catholic Diocese, the Center for Innovation in Education (CIE) at Brockport and the World of Inquiry School (WOIS). During 1971-72, funding for this program was provided jointly under ESEA Title III and State Urban Education Aid. Responsibility for coordination of these funds and major project activities was assumed by the City School District.

The thrust of the transfer program has always been, and continues to be, the reduction of racial isolation among urban and suburban children. The transfer of inner city children to suburban schools was the primary activity designed to achieve this goal. The exception was the World of Inquiry School, a city school with a pupil population representative of the greater Rochester area which had a 20 percent suburban pupil enrollment. Generally, officials expected that daily interaction of urban and suburban children would lead to increased social and academic skills for all involved.

This report is designed to present an assessment of the extent to which the transfer program was successful in meeting objectives specified for 1971-72. It represents the first of

three interim reports which will cover project operations through 1974. During this period, it is anticipated that funding will be provided to assist in the maintenance of the program, the development of a model for future program operation and the subsequent model implementation. Because of its unique purposes, the World of Inquiry School was treated as a separate component of the transfer program.

Funds were made available for the school through a variety of sources other than Title III ESEA. They included National Science Foundation, Rochester City School District, Rockefeller Foundation, Xerox Corporation, Rochester Clearing House, Teen League of Rochester, Lawyer's Cooperative Publishing Company, personal pledges and smaller company pledges.

This report is divided and presented in five distinct parts. Section two of this report presents a summary of general objectives and operation of the transfer program. The process for assessing the degree to which objectives were met is detailed in section three, while results of the evaluation are presented in section four. A summary of the major results and a discussion of their implications for the future of the program are contained in section five. Recommendations arising from these conclusions may be found in the same section.

SUMMARY OF OBJECTIVES

This section contains a summary of the objectives of the Urban-Suburban Pupil Transfer Program by population component. These objectives were detailed in the 1971-72 proposal and were described completely under the heading "Component Design and Management" (pages 102-122). The summaries and discussions throughout the report reflect two types of objectives for each component; specifically, the product outcome and management process objectives. The management process objectives specify administrative actions which were considered necessary to achieve desired product outcome objectives. Assessment of intermediate steps or operational processes, while desirable, was not planned for 1971-72.

Each subheading in this section defines a population component; either pupils, parents, community, boards of education, teachers and administrators, or World of Inquiry School. Discussed under each heading are the objectives and activities relating to that component.

Pupils

The major objective specified for urban pupils was an increase in reading and mathematics achievement as demonstrated by performance on tests used in the New York State Pupil Evaluation Program (PEP). Positive attitudes of participating pupils toward the program were also considered crucial to the project's success. Activities designed to achieve these

objectives were participation in the day-to-day activities of the suburban receiving school and placement in appropriate reading and mathematics instructional programs.

Transportation costs for all pupils were provided by program funds.

Parents

Parents of both urban and suburban pupils associated with the program were expected to respond positively to program activities. Personal interaction of parents, both formally in parent groups and informally in social activities, and their interaction with children in the program were expected to encourage more positive attitudes. Also, administrators of participating districts attempted to encourage greater parent interaction and to communicate the purposes and processes of the transfer program to other district residents.

Community

Representatives of both the urban and suburban communities participated as members of the Urban-Suburban Community Council. The purpose of the Council was to advise officials in designing, implementing and operating the transfer program. Members of the Council were also expected to serve as a liaison for the community and staff. It was the program administrator's responsibility to schedule and conduct meetings throughout the year so that the Council could fulfill this function.

Boards of Education

Boards of Education representing both participating and non-participating districts were responsible for establishing policy relating to program implementation. Through regular contact with the project management team and administrators in participating districts, it was anticipated that two additional districts would become involved during the 1972-73 school year. Furthermore, it was expected that all districts participating would obtain formal commitment from their boards for continued participation in 1972-73 and an indication of their intention to participate through 1976.

Teachers and Administrators

Both teachers and administrators of participating school districts were instrumental in implementing program activities. A positive attitude toward the transfer program held by a majority of them was considered essential to project success. It was expected that these attitudes would result from participation in instructional activities and meetings with project management staff and representatives of the City School Districts.

Further, it was anticipated that the number of participating pupils would increase prior to March 1972 as a result of cooperative efforts among the districts. Also, the establishment of a broad data base was considered essential for model development which is planned during 1972-73. Accordingly, the task of collecting baseline data was assumed by the City School District's Division of Planning and Research.

World of Inquiry School

The World of Inquiry School continued as an experimental demonstration school where pupils were given considerable freedom in structuring their educational experiences. While basic individual instruction was provided pupils in reading and mathematics, extensive opportunity was offered them for experiences in art, science, technology, social studies, music, health and library work. Objectives specified for the pupils at WOIS were a positive attitude toward school, greater level of creativity than non-WOIS pupils and increased achievement in reading and mathematics as demonstrated by results on various standardized tests.

Specific objectives for each of the above components accompany the results contained in section four. Throughout this report data and the discussion of results relate to each component and the activities as specified above.

METHODS AND PROCEDURES

Summarized in this section are the techniques employed in assessment of program objectives. The Genesee Valley School Development Association (GVSDA) was contracted to provide assistance in collection of data. Their participation involved the suburban districts and pertained to the administration of surveys that related to pupils, teachers, administrators and parents, and the assembly of précis of minutes for nine suburban boards of education.

Instruments

Table 1 lists instruments used to obtain data relative to each component objective. With the exception of the tests in the New York State Pupil Evaluation Program (PEP) all instruments were locally developed. Copies of each are included in the appendencies and pages on which evaluation results are reported are indicated for each objective.

Procedures

Pupils

All pupils who were enrolled in the program as of October 1971 and who had taken one or more NYSPEP tests were included in the sample for assessing reading and mathematics achievement. Supplemental forms were completed by teachers for a random sample of 98 pupils stratified by district. The completed forms detailed the reading and mathematics programs in which the pupils were engaged.

TABLE 1
INSTRUMENTS EMPLOYED IN DATA COLLECTION
BY COMPONENT

Component	Objective	Instrument	Sample Size	Adm'n. Dates	Page Refer. ^a
Pupils	Achievement	NYS PEP Tests	^b	10/66-71	12
	Reading/Mathematics	Placement	98	4/72	
	Placement	Assessment Record			15
	Attitude	Urban Pupil Interview	101	5/72	18
	Resolution of	Program Director's Log	NA		20
	Conflict Situation				
	Attendance	Attendance Record	424		20
Parents	Attitude				
	a. Urban parents	Parent Interview	44	4/72-7/72	22
	b. Suburban parents	Telephone Survey	100	5/72	25
	Attendance at Meetings				23
Community	Community Council	Recorded minutes			
	Meetings	Observation	NA	9/71-6/72	28
Boards of Education	Approval of				
	Participation	Recorded minutes	18	9/71-6/72	31
	Precis	Recorded minutes	18	1/67-12/71	31
	Contact with				
	suburban districts	Program Director's Log	NA	6/72	33
Teachers and Administrators	Attitude	Teacher & Administra-	37 ^d		
		tors Interviews	20 ^e	2,3,5/72	34
	Understanding of	Objective Rating Scale	32 ^d	2/72	37
	Objectives		17 ^e		
	Increase Pupil	Program Records	NA	6,9/71	39
	Enrollment				
WOIS	Achievement	NYS PEP Tests		10/68-71	42
	Reading/Mathematics	Teacher Assessment		4/72	46
	Placement	Record			
	Attitude	WOIS Pupil Att. Scale			
	Creativity	WOIS Creativity Test			47
	Activity Partici-	WOIS Pupil Activity			
	pation	Scale			47

^aPage on which final evaluation results are discussed in this report

^bConsult results section for sample size for each test

^cCompleted by teacher

^dNumber of teachers

^eNumber of administrators

Genesee Valley School Development Association conducted interviews with a stratified random sample of urban pupils. The interview was designed to assess pupil attitude toward the program and to gather information relating to school experiences, interaction with suburban children and satisfaction with school work.

Attendance data were collected for all pupils enrolled in the program as of June 1, 1972.

Parents

Interviews with urban parents, at their homes, were conducted by two paraprofessionals who were specially trained to perform this task. Parents were randomly selected from lists for each district. A random sample of 75 parents was selected. Telephone or personal contact was made with 48 parents, of which 44 were interviewed. Parents of suburban pupils in classes with transfer pupils were contacted in a telephone survey. The 100 parents contacted represented a stratified random sample of similar parents from four of the participating districts.

Community

Three of the four Community Council meetings held during 1971-72 were observed by the evaluator. The minutes of each meeting were examined, and the content was discussed with the program administrator for the purpose of assessing Council participation in program planning and implementation.

Boards of Education

Précis of Board of Education minutes relating to intercultural education on a metropolitan basis were collected from 14 of the 18 Monroe County school districts. Synopses of these minutes were prepared by the evaluator for each of the nonparticipating districts which permitted the examination of these official documents.

Teachers and Administrators

A sample of teachers and administrators was interviewed in February 1972. Administrators interviewed at that time were selected by district program liaison persons, while teachers were selected by the liaison persons or building principals on the basis of availability. Those interviewed at that time were also asked to assign rankings to selected program objectives.

A second random sample of teachers and administrators was interviewed in May 1972 for the purpose of collecting additional information on specific questions.

World of Inquiry School

All pupils who were enrolled in the World of Inquiry School during 1971-72 were included in the sample for assessing reading and mathematics achievement. Supplemental forms were completed on instructional programs for 36 of these pupils.

A group of 30 WOIS pupils and a matched control group of 30 non-WOIS pupils are being used to assess self-concept, pupil attitude and creativity by Dr. David Elkind of the

University of Rochester. This work is being conducted under a grant provided by the National Science Foundation. A report on this work is expected in early Fall 1972.

RESULTS

Assessment of program objectives for each population component is presented in this section. In each case the product outcome and management process objectives are discussed separately, and for clarification, each objective, as specified in the 1971-72 proposal, is summarized prior to the presentation of results.

Pupils

1. Reading and Mathematics Achievement

a. Product Outcome: 66% of urban pupils enrolled in the program would increase their standing on the state norms for NYSPEP tests by 10 percentile points between any two successive reading or math tests in the series.

Table 2 reflects a distribution of scores for all pupils who took NYSPEP tests while participating in the program.

TABLE 2

URBAN PUPIL RESULTS BY TEST AND LEVEL^a
NEW YORK STATE PUPIL EVALUATION PROGRAM

Test	N	Low	Range ^b Middle	High
NYS Readiness ^c	73	8	50	15
Grade 3 Reading	141	32	90	19
Grade 3 Math	142	31	95	16
Grade 6 Reading	32	8	21	3
Grade 6 Math	33	13	18	3

^a 1966-71

^c Administered in Grade 1

^b Each division represents 3 stanines.

Table 3 displays the distribution of scores for all pupils who took two successive PEP tests. Also displayed in Table 3 are the number of students demonstrating specified changes in percentile ranking on state norms of successive tests. More detailed results for each district are included in Appendix A, Tables 17 and 18.

The low ranges in Tables 2 and 3 represent pupils performing below minimum competency levels specified by the state for each test. Statewide, 23% of the pupil population falls in this category. According to the data shown in Table 2, 10.9% of the transfer pupils tested were in this category at Grade 1, while 32% of Grade 6 pupils were below minimum competency in reading and 39% in mathematics.

The percentage of students (11.1% to 35.7%) making specified gains between successive PEP tests is significantly ($p \leq .01$) less than the 66% specified in the objective. Further, the percentage of pupils decreasing their standing by 10 or more percentile points (48.2% to 68.4%) between successive tests more nearly approaches the 66% criterion specified for increased standing. Thus, while less than half of the pupils in the sample were maintaining or improving their standing in terms of the state norms, a greater number was demonstrating reduced rankings on achievement measures.

The results of a series of Mann Whitney U Tests between distributions of scores of those pupils who had taken only one given test and those who had taken the given test and a successive test is presented in Appendix A, Table 19. Statistically

Table 3
URBAN PUPIL PERFORMANCE ON SUCCESSIVE
NYS PEP READING AND MATHEMATICS TESTS

Tests	N	Range ^a		Demonstrated Change in Percentile Ranking		
		Low	Middle	High	Increase ≥ 10	Decrease ≥ 10
NYS Readiness		6	35	13		
Grade 3 Reading ^b	54	12	28	14	15 (27.8%)	9 (16.7%)
NYS Readiness		6	37	13		
Grade 3 Math ^c	56	12	36	8	20 (35.7%)	9 (16.1%)
Grade 3 Reading		4	11	4		
Grade 6 Reading	19	4	14	1	3 (15.8%)	3 (15.8%)
Grade 3 Math ^c		4	13	1		
Grade 6 Math	18	5	13	-	2 (11.1%)	5 (27.8%)
Total	147				40 (27.2%)	26 (17.7%)
						81 (55.1%)

^a Each division represents 3 stanines

^b Distribution of scores significantly different ($p \leq .10$) from distribution of scores of students taking only Grade 3 Reading Test

^c Distribution of scores significantly different ($p \leq .01$) from distribution of scores of students taking only Grade 3 Math Test

significant differences were found on the Grade 3 Reading Test ($p \leq .10$) between those pupils taking only that test and those taking both the Reading Test and the NYS Readiness Test at Grade 1. Statistically significant differences ($p \leq .01$) were also shown between distributions of scores for those students taking only the Grade 3 Mathematics Test and those who took both that test and either the Readiness Test or the Grade 6 Mathematics Tests. Similar results were noted for the distribution of scores of those pupils taking only the Grade 6 Mathematics Test and those taking Mathematics Tests in both Grades 3 and 6.

The results shown indicate that the scores obtained by pupils taking only the Grade 3 Reading Test or the Grade 3 Mathematics Tests were, on average, lower than those taking both the NYS Readiness and either of the Grade 3 tests. On the other hand, those pupils taking only the Grade 3 or Grade 6 Mathematics Tests obtained average scores higher than those taking both the Grade 3 Mathematics Test and the Grade 6 Mathematics Tests. Thus, changes in percentile rankings obtained for either of these subsamples may not be representative of changes in percentile rankings that would have been obtained had all pupils in the larger sample taken two successive tests. While it is not known whether the sample which took each of the PEP tests was truly representative of the total urban-suburban transfer group, the objective was not met by those whose data were analyzed.

b. Management Process: Program administrator assured each child was placed at a reading and mathematics instructional level appropriate to his past and present performance. As a result, 90% of the pupils would be independently diagnosed as

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appropriately placed.

The data in Table 4 reflect teacher assessment of reading and mathematics achievement of urban pupils in relation to grade placement. They also describe use of grouping patterns and materials used with children in each achievement group.

TABLE 4
TEACHER USE OF GROUPING PATTERNS
AND INSTRUCTIONAL MATERIALS

Item	Below Level	Assessed Ability At/Above Level	Total
Reading	N=66	N=32	N=98
Grouping Patterns			
Large Only	1	-	1
Small Only	10	2	12
Individual Only	17	5	22
Combination group and individual	38	25	63
Materials			
Text ^a	66	32	98
Teacher made	23	8	31
Other	18	10	28
Mathematics	N=59	N=34	N=93
Grouping Patterns			
Large Only	2	2	4
Small Only	12	7	19
Individual Only	16	-	16
Combination group and individual	29	25	54
Materials			
Text ^a	56	30	86
Teacher Made	40	18	58
Basic concrete materials	14	3	17
Other	17	17	34

^a May include programmed materials and workbooks

According to these data, pupils who performed below grade level were engaged in more individual work and used more teacher made materials than those at or above grade level in both reading and mathematics instruction. Additional information is contained in Appendix A, Table 20. Further assessment of instructional programs was conducted by a teacher experienced in work with disadvantaged children and trained by the Division of Planning and Research for this assignment. Since she had never been employed as a classroom teacher by either the City School District or any of the participating districts, her assessments were believed to be relatively unaffected by personal bias.

Data collected on each child's instructional program was descriptive in nature. Thus, it was possible to determine whether instructional programs were consistent with data from academic records and pupil and parent interviews for each child.

The records of 98 children were examined for reading, and those of 94 children were examined with respect to mathematics. Differences between pupil records and reading instructional programs were found for 26 children; differences associated with mathematics and pupil records were noted for 22 pupils. These represented 26.5% and 23.4% of the sample, respectively.

When a difference between records and programs was found, the program was judged inappropriate to the child's needs. For example, if a child's record indicated a need for special placement but he was participating in regular classroom activities; or if records indicated a need for individualized instruction and appropriate materials were not being provided.

On the basis of these judgments, the stated objective was not achieved.

2. Attitude

a. Product Outcome: An estimated 51% of urban pupils were expected to respond positively to the transfer program.

Table 5 summarizes responses to selected items from the primary (K-4) and intermediate (5-8) pupil interviews. These questions were considered most representative of pupil attitude toward the program. Since no overall rating was given to each interview, the objective was assessed on the basis of these responses. Responses to all interview questions are included in Appendix B, Tables 24 and 25. While only 77.1% of the primary pupils interviewed desired to return to their present school for 1972-73, 94.3% expressed personal satisfaction about attending that school. Since a positive attitude toward participation in the program was reflected in these responses, the objective was met for primary age pupils. However, the fact that 42.8% of these pupils expressed some desire to return to a city school near their homes indicates reservations pupils had about the program. Reasons cited by them dealt primarily with the relative distances the two schools were from home. The bus ride or the inability to walk to school were seen as drawbacks. Whatever their reservations, 10% felt they were strong enough to outweigh any benefits derived from program participation.

Fewer pupils (51.6%) in Grades 5-8 wanted to return to the suburban district the following year. If responses to this question reflect pupil attitude toward the program, then the

TABLE 5
SUMMARY OF RESPONSES TO SELECTED ITEMS
URBAN PUPIL INTERVIEW

Question	Response Category	N
Grades 1-4 N=70		
Do you like going to this school?	Yes	66 (94.3%)
	No	4 (5.7%)
Do you want to come back to (this school) next year?	Yes	54 (77.1%)
	No	7 (10.0%)
	Don't know	7 (10.0%)
	Can't	2 (2.9%)
Do you ever wish you went to the city school near your home? Why?	Yes	30 (42.8%)
	Walk to school	17
	Friends, family there	3
	Don't like the bus ride	3
	No	38 (54.3%)
	Too much fighting	20
	Better school here	6
Why?	Don't like it	6
	Like the bus ride	3
	No Answer	2
Grades 5-8 N=31		
Do you want to come to school in (this district) next year?	Yes	16 (51.6%)
	No	9 (31.0%)
	No Answer	6 (17.4%)
Do you ever wish you went to the city school near you home? Why?	Yes	16 (51.6%)
	Friends there	9
	Closer	7
	No blacks here	1
	No	13 (41.2%)
Why?	Fights there	7
	Friends here	1

objective was met. Again, an examination of pupils' desire to return to a city school was revealing. A total of 51% of the intermediate pupils expressed some desire to return. Reasons cited included friends attending city schools and too far to the suburban school. These hindrances need to be considered if pupils are to continue to participate.

Both primary and intermediate pupils who did not wish to return to the city school cited fighting in the schools as their main concern. Only primary pupils indicated the suburban schools were "better" but gave no explicit indications of what they meant.

b. Management Process: Critical incidents unresolved by the receiving school and reported to the program administrator were to be investigated.

No unresolved critical incidents were reported to the program administrator during 1971-72. A check with receiving school principals in June confirmed this statement.

3. Attendance

a. Product Outcome: Average daily attendance for 1971-72 for each grade level in each district would be within 1% of average daily attendance for 1968-71 for that grade level in that district.

Attendance data for selected grade level groups in each district for 1971-72 and 1968-71 are displayed in Table 6. It was possible to include complete data for 10 specified grade level groups in five of six districts. The objective was met for four of these groups. Attendance data for 1971-72 for three

TABLE 6
AVERAGE DAILY ATTENDANCE FOR URBAN PUPILS
BY DISTRICT AND GRADE LEVEL

District	Grade(s)	1971 - 72		1968 - 71		Difference
		N	%age	N	%age	
P	1	20	93.32	20	90.68	2.64
	2 - 3	30	92.11	43	94.64	-2.53
	4 - 6	21	91.65	59	94.84	-3.19
	7 - 10	22	90.81	21	92.34	-2.16
Q	K - 3	31	94.07	a		
	4 - 6	30	95.78	a		
R	1 - 6	25 _b	91.61	58 _b	91.40	.21
	7 - 9					
S	1 - 2	40	88.02	83 _b	92.36	-4.34
	3	21	92.24	24 _b	91.52	.72
	4	26	92.09	a		
T	1 - 3	28	89.82	103	93.48	-3.66
	4 - 6	39	93.30	77	94.59	.89
	7	10	95.26	a		
U	1 - 3	32 _b	89.06	45 _a	90.01	.95
	4 - 6					
CSD	K - 6	25639	91.24			

^aNo data available

^bInsufficient data

additional groups was also included. However, the differences in attendance for the remaining six groups ranged from 2.16% to 4.34% but were not statistically different from the 1% criterion specified.

The 1971-72 average daily attendance for all pupils in city elementary school was 91.24%. Thus, ten of the thirteen groups were relatively higher in attendance than city pupils, although only four met the criterion as specified in the objective.

b. Management Process¹: Program administrator would report on pupils absent more than five days per attendance period.

The data in Appendix A, Table 21 indicate 103 pupils were absent at least once for more than five days. However, no efforts were made by the administrator to follow up these absences. This was due to insufficient staff to complete the task without neglecting other responsibilities.

Parents

1. Urban Parent Attitude

a. Product Outcome: 75% of urban parents would respond positively to the transfer program.

Parent interviews were conducted by paraprofessionals during April, May and June. An overall rating was given to each interview based upon responses to all questions. Table 7 presents a summary of these ratings, as well as the responses to selected questions of the interview. A summary of responses by item is contained in Appendix B, Table 26.

¹Objective dropped. Transportation contracted by CSD to an outside agency, resulting in minimal complaints received on service.

TABLE 7
RESPONSES TO SELECTED QUESTIONS
URBAN PARENT INTERVIEW

Question	Response	N
Overall response to program	Positive	39
	Negative	2
	Unclear	3
Are you satisfied with (your child's) school work this year?	Yes	38
	No	4
	No Answer	2
Do you want (your child) to participate in the transfer program for another year?	Yes	40
	No	4
Do you think the program should be expanded?	Yes	32
	No	5
	Don't know	7
Do you think the program should include suburban children attending city schools?	Yes	23
	No	7
	No Answer	14

The objective was achieved since 88.6% of the parents interviewed were judged to have responded positively to the transfer program. Responses to the item concerning continued participation of the child (90.9% in favor) further confirmed this.

Responses to items concerning expansion of the program and two-way exchange of pupils are relevant to long range program objectives. 72.7% of the parents concluded the program should be expanded, primarily to provide more city children with

increased educational opportunities which they perceived were available at the suburban school and offered through participation in the transfer program. Fewer parents (51.6%), although still a majority, believed the program should include suburban children attending city schools. Parents in favor of this presumed this would give suburban pupils an opportunity to understand the city and its people. Some also believed the introduction of suburban children into the city schools would result in an upgrading of city schools. More detailed responses to these two questions are in the appendix.

b. Management Process: Administrators in participating districts would communicate purpose and processes of the transfer program through meetings, presentations in the media and newsletters.

Little information was available for this objective. However, information from selected parent meetings held at 11 different schools and two districtwide meetings was reviewed. The meetings were held for activities such as parent teacher conferences, plays by the children, and discussions of black-white relationships. Attendance varied from no urban parents attending the meetings to the "majority" of urban parents attending the meetings. From the information available it was not possible to determine whether attendance varied according to program topic or sponsorship of the program.

One newsletter was prepared by the program administrator near the close of the school year. This was distributed to all urban parents, participating suburban administrators and

members of the Community Council, and contained a description of the Community Council's structure, an article on sickle cell anemia and a summary of evaluation activities. While both the meetings and newsletter indicated general efforts to communicate with parents, no criterion was specified for ascertaining whether the objective was met.

2. Suburban Parent Attitude

a. Product Outcome: 51% of the suburban parents whose children participated in the transfer program would respond positively to it.

A telephone survey was used to assess this objective. Participants, selected on the basis of having a child enrolled in classrooms which included urban pupils, were notified they could be contacted one week prior to the survey. Table 8 lists the number of parents contacted and the number responding to survey questions. It was not possible to predict

TABLE 8
NUMBER OF PARENTS CONTACTED VS.
NUMBER RESPONDING IN EACH DISTRICT

District	Number Contacted	Number Responding
P	39	29
R	29	23
S	31	27
U	24	20
Total	123	100 ^a (81.3%)

^a One parent responded concerning the program, but did not answer specific questions.

how the 19.7% not responding regarded the program. Thus, the results reported must be used with discretion.

Overall disposition toward the program based upon replies to all survey questions, and responses to questions concerning district program support and continuation are summarized in Table 9. Tables 27 and 28 in Appendix B contain detailed responses to all survey questions.

TABLE 9
SUBURBAN PARENT RESPONSES
TO TELEPHONE SURVEY
N=100

Question	Response Category	N
Overall response ^a to program	Positive	43
	Negative	43
	Not Clear	14
Should your district ^b financially support the Transfer Program?	Yes	39
	No	58
	Don't know/No answer	2
Do you think this pro- gram ^c should continue on a permanent basis?	Yes	40
	No	42
	Don't know/No answer	6

^a Determined from responses to all questions answered by respondent

^b Based on responses of 99 parents asked this question

^c Based on responses of 88 parents asked this question

Based upon judgments of parent responses toward the program, the objective was not achieved. While it was expected that 51% of the suburban parents would respond positively to the transfer program, 43% reflected a positive stand. An equal percentage

(43%) were judged to hold a negative attitude, and responses of 14% were qualified in such manner that no clear judgment was feasible. Further indications of the degree of suburban parent support are represented in replies to questions concerning program financing and continuation. While 39% of those surveyed felt their district should help support the program financially, 58% did not. Reasons cited by those opposed to financial support included perceptions that the program did not solve any real problems, that each district should support its own programs according to what its tax structure will allow, and that suburban district support would result in higher local costs and taxes.

Figures 1 and 2 reveal a relationship between willingness to finance or continue the program and the benefits perceived for their own child. Generally, parents who believed their child

Figure 1
SUBURBAN PARENT OPINION TOWARD FINANCIAL
SUPPORT OF PROGRAM VS. BENEFIT TO OWN CHILD

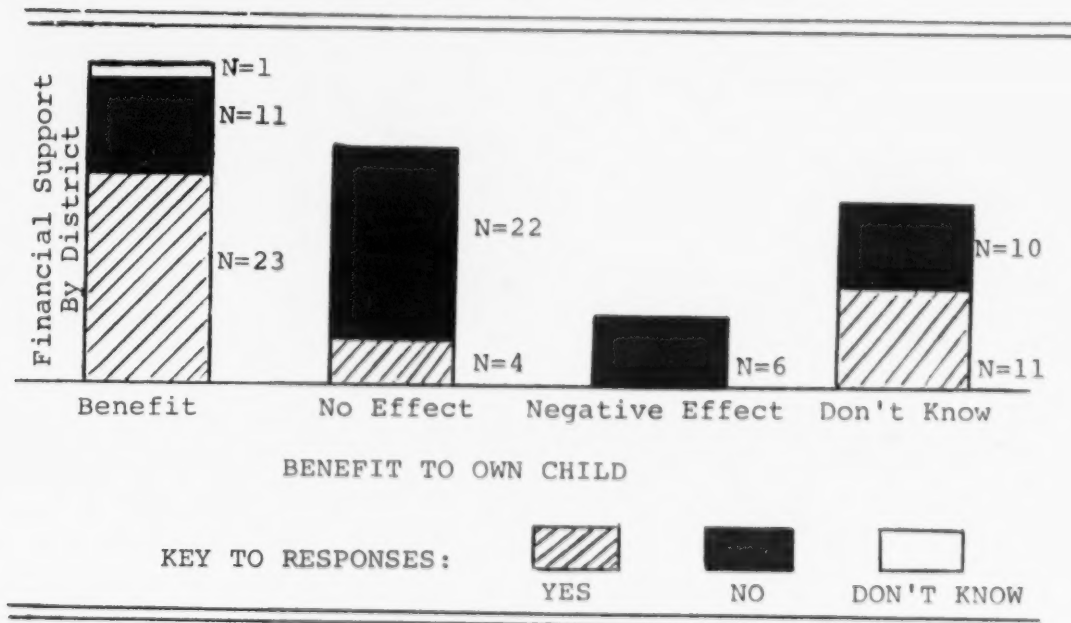
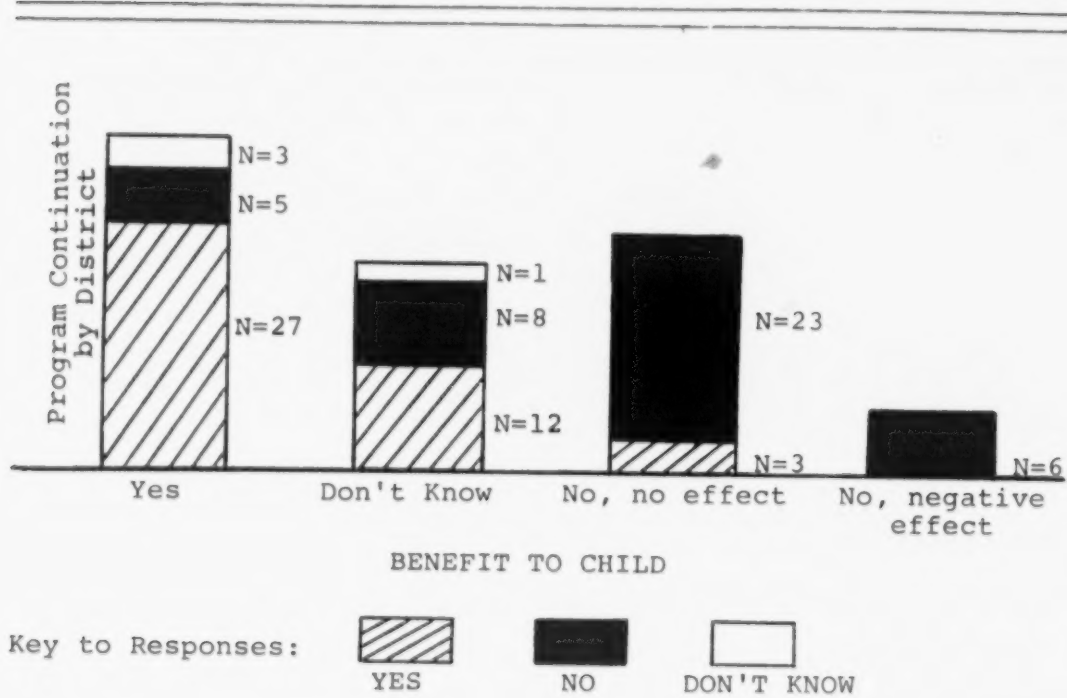


Figure 2

SUBURBAN PARENT OPINION TOWARD
PROGRAM CONTINUATION VS. BENEFITS TO OWN CHILD



benefitted from the program contended it should be supported and/or continued.

b. Management Process: Administrators in participating districts would communicate purpose and process of transfer program through meetings, presentations or the media and newsletters.

Information relevant to this objective is included on page 23, under b. Management Process.

Community

Community Council

a. Product Outcome: The Council would meet at least six times during the year and function as an advisory body for the transfer program.

Table 10 presents data describing the composition of the Council and the official meetings of the Council from September 1971 to June 1972. Because four meetings of the entire Council or subgroups of the Council were held during this period, the first part of the objective specifying six meetings was not attained. However, consideration of the Council's role was also an important part. One would assume that an effectively functioning advisory body would have a mechanism for obtaining input from all groups for which objectives were specified. An examination of the data indicates that as of June, district administrators constituted 54% of Council membership with another 8% being Board of Education members. The remaining 38% of the members were parents or community representatives; however, fewer than 12% were urban parents. The Council had no

student representatives.

Neither representatives of all participating districts nor more than 26% of the Council members were present at any one meeting. The first meeting was held to discuss program objectives and the evaluation design for 1971-72. Two subsequent meetings were conducted by the program administrator to encourage greater involvement of Council members in program planning and operation and to restructure the Council. At the final meeting a discussion of program plans for 1971-72, including a proposed two-way exchange of pupils was held.

Although the Council was reorganized in April, no official notification was given to district administrators. To date, only the community component has met under the reorganization.

Since there was no specific evidence to support any claim that the Council acted as an advisory body, it must be concluded the objective was not achieved.

b. Management Process: Program administrator would conduct six meetings of the Council for purposes of discussion of program operation, recent developments, problems and future program plans.

The administrator conducted 4 meetings of the Council for the purpose of discussing the topics specified in the objective. Although all topics were discussed at least once, the objective of conducting six meetings was not accomplished.

Boards of Education

1. Participation of two additional districts

a. Product Outcome: Two additional suburban school

districts would receive Board approval for participation in the transfer program.

This objective was not deemed feasible for 1971-72 by the administrator because of increasing costs in participating districts and decreasing funding. However, précis of related actions of 9 of 12 nonparticipating Monroe County Boards of Education were collected for the period January 1968 to January 1971 for the purpose of providing a data base relevant to the objective, should it have been pursued. A summary of the actions of these boards is presented below, while synopses are placed in Appendix C.

Action Relative to Program	Number of Boards
Positive action supporting program	--
Approval of program in principle; no formal action taken	2
Negative action taken; support of program denied	5
No formal action indicated	2

b. Management Process: Program administrator would coordinate communication with Boards of Education in nonparticipating suburban school districts.

No overt efforts were made to carry out this process because the product outcome was not viewed by the administrator as feasible for 1971-72.

2. Commitment of Participating Districts

a. Product Outcome: By June 30, the Boards of Education of each participating district would give continued endorsement

TABLE 10

COMPOSITION OF URBAN-SUBURBAN COMMUNITY COUNCIL
BY GROUP
1971 - 72

Component	Number Recognized Members ^b		Number Attending Each Meeting			
	Sept.-March	April-June	December	March	April	June
Pupils	0	0	-----	-----	-----	-----
Parents						
Urban	0	6	0	0	1	1
Suburban	4	11	0	4	6	2
Community	8	3	0	0	1	0
Boards of Education	1	4	0	0	1	0
Administrators	23	27	13	5	3	2
Teachers	0	0	-----	-----	-----	-----
Total	36	51	13	9	12	5
Number of Districts Represented	8 ^a	8	6	5	5	4

^a Includes representatives of Catholic Diocese of Rochester, City School District^b Council membership was revised in April 1972

of the transfer program, and an indication of intent to participate through 1976.

As of June 30 the program administrator had received informal commitments from all participating districts except CIE for 1972-73. Each district indicated a willingness to maintain or increase the number of participating pupils provided tuition was paid according to the Seneca Falls formula. In all cases this would represent tuition for each child greater than the amount paid in 1971-72. Two districts have also indicated willingness to explore the use of a two-way exchange with the City School District as a move to offset tuitional costs.

Although no formal commitments have been made to date, each district except CIE endorsed the program, as it operated in 1971-72, for the ensuing school year. All districts informally agreed to continue currently participating students through high school. This, however, does not constitute an endorsement of the program through 1976, either as it presently exists, or as it is defined in the long range objectives; accordingly, this objective has not been attained.

b. Management Process: Program administrator would coordinate use of City School District personnel and Community Council members to communicate concept, need and processes for intercultural education on a county basis to suburban board members.

Summarized in Appendix D, Table 31 are contacts made by the administrator with representatives of suburban districts. Three

contacts with Board members from two of the districts were recorded. Both of these contacts were for the purpose of discussing 1972-73 program operations and funding. Board members from these districts and one other district were members of the Community Council. However, the broader issue of intercultural education on a county basis was not discussed at Council meetings.

Although criteria for the number of contacts were not specified, it would seem that this objective was not met because of the limited number of confirmed contacts.

Teachers and Administrators

1. Attitude

a. Product Outcome: 51% of participating teachers and administrators would respond positively to the transfer program.

Each teacher and administrator interview was given an overall rating based upon responses to all questions. Table 11 shows the numbers and percentages responding positively and/or negatively to the program, as well as responses to selected items on the teacher interview found in Appendix B, Table 29 and to the administrator interview in Appendix B, Table 30.

The objective was met for both teachers and administrators, since 54% and 75% respectively were judged to respond positively to the program. 27% of the teachers responded negatively, indicating that the program was expensive, accomplished little academically and reinforced stereotyping by suburban children who saw city youngsters as slow. The teachers (70%) who expressed a willingness to participate in 1972-73 and the 13.5%

TABLE 11

SUMMARY OF RESPONSES TO SELECTED QUESTIONS
TEACHER/ADMINISTRATOR INTERVIEW

Item	Number Responding	
	Teachers N=37	Administrators N=20
Overall Response to Program		
Positive	20 (54.0%)	15 (75.0%)
Negative	10 (27.0%)	1 (5.0%)
Not Clear	7 (19.0%)	4 (20.0%)
Adjustment Problems of Urban Children		
Academic skills	12	6
Discipline	6	-
Aggressiveness	5	7
Socialization	3	4
Language differences	2	2
None	5	1
Academic Needs of Urban Child Not Met in Classroom		
Basic skills	16	8
General remedial work	4	2
Need for Inservice Training ^a		
Yes	29 (78.4%)	16 (80.0%)
No	8 (21.6%)	4 (20.0%)
Perceived Suburban Parent Reactions		
Positive	9	4
Negative	9	1
Mixed	9	12
Neutral	4	2
Expressed Willingness to Participate in 1972-73		
Yes	26 (70.2%)	19 (95.0%)
Yes, with reservation	5 (13.5%)	1
No	3 (8.1%)	
Not sure	3	
Changes Recommended in Program operation ^b		

^a Suggested Topics: Urban Life, Black Culture, Instructional Strategies for Urban Children, Involving the Urban Parent in School Activities, Human Relations or Desegregation Institute.

^b Increase numbers participating, screening of students, master plan with strong financial base, pupil exchange, teacher exchange, increased communication with parents.

who were willing to participate but had reservations included seven judged having negative attitudes, as well as five for whom judgments were uncertain. These teachers generally explained their willingness to continue by saying "there is nothing better (for these children) yet."

Some of the problems discussed during the interviews and summarized in the table were adjustment problems of urban pupils and academic needs that were not being met. Fifty-four percent of the teachers and fifty percent of the administrators interviewed believed urban pupils needed more remediation and work on basic skills than they were currently getting. Lack of skills was cited as the most frequent cause for the adjustment problems of the children. Aggressiveness and discipline problems were also frequently cited by teachers and administrators. Both groups felt it was difficult to be fair when differences in the value systems of the children were so evident. Further, those interviewed pointed out that the urban children tended to resolve disagreements and problems physically, while suburban children were more likely to solve them verbally. These tendencies created adjustment problems affecting both groups of children and often resulted in complaints by suburban parents.

The majority of teachers and administrators (78.4% and 80% respectively) expressed the need for inservice training. They sought greater understanding of the culture and expectations of both the urban child and his parents and more effective ways to meet the academic limitations of the children.

b. Management Process: Program Administrator would communicate objectives and operational processes of program to administrators in participating districts. The administrators, in turn, would communicate them to participating teachers.

Both teachers and administrators were asked to select and rank the 5 most important perceived objectives from a list of twenty. Summaries of the results of their rankings are presented in Table 12 and Appendix A, Figure 3 and in Table 22, which contain more detailed information on objectives chosen. It was expected that adequate communication between the program administrator, district administrators and teachers would result in mutual agreement on a majority of objectives identified. While general agreement was shown among teachers and administrators, no mutual agreement was reflected between either group and the project administrator. Teachers and district administrators were in agreement on four of five objectives; the major difference was that teachers emphasized use of multi-ethnic materials rather than participation of suburban children in integrated classes, an objective emphasized by administrators. The project administrator agreed with the two groups on acceptance of racially different pupils by each other, and improvement of urban pupils' self-concept. While these were not stated objectives of the program, they were perceived to be important for the program.

While there was no specific information available regarding communication between district administrators and teachers, the agreement on objectives appears to indicate that

Table 12

RANKINGS OF SELECTED PROGRAM OBJECTIVES BY PROGRAM ADMINISTRATOR, TEACHERS AND DISTRICT ADMINISTRATORS

Objective	RANK ASSIGNED ^a			
	Rating Scale Designation	Program Administrator N=1	Teachers N=32	District Administrators N=17
Acceptance by teachers of racially different pupils	C	-	3	5
Exchanging urban and suburban pupils in equal numbers	F	1	-	-
Adoption of multi-ethnic curricula by teachers	I	-	5	-
Improvement of urban pupils' self-concept	K	3	2	4
Attendance by suburban pupils in integrated classes	N	-	-	2
Financial support of program by suburban communities	O	4	-	-
Participation of community representatives in program development	Q	5	-	-
Interaction of urban and suburban parents with each other	R	-	4	3
Acceptance of racially different pupils by each other	T	2	1	1

^aBased on total number of teachers/administrators choosing objective

communication was taking place between the groups and this part of the objective appears to have been met.

An attempt was made in March to involve district representatives in program specification for 1972-73. Representatives of five districts attended. One administrator considered it the responsibility of the city to develop the proposal, while the others were unclear about the extent of their input. Since no direction was offered, the 1972-73 proposal was written without full district representation. However, in late Spring contact with one participating district increased as evidenced by discussions regarding evaluation, inservice training and the exchange of pupils.

The program administrator also met twice with the superintendent of BOCES #1, Monroeville County, to explore possibilities for additional coordination by BOCES. However, these communicational efforts did not appear to fulfill the objective specified. Provision of a lengthy written proposal to participating district administrators also constituted partial but not full communication concerning objectives and processes of the program.

2. Increased Pupil Enrollment

a. Product Outcome: By March 1972, increase the number of participating pupils by 10%.

By March 1972, the number of urban students transferring to five suburban receiving districts and the Center for Innovation in Education (SUNY at Brockport) decreased by almost 10% (9.8%) from the preceding June. Table 23, Appendix A, contains the essential data. All districts experienced decreasing urban

enrollments for the period June 1971 through March 1972.

As of September 1, 1971, each participating district had indicated a willingness to increase enrollment above the June 1971 level. Their willingness constituted anticipated increases of up to 33.6% for the project. However, according to the project administrator, it was not feasible to increase the number of participating pupils because of insufficient funding. Tuitional and transportational costs for 426 pupils, as of September 1971, increased 4 percent above the same costs for 470 pupils in 1971-72, while program funding increased but 2%. Thus, when certain pupils left the program during the 1971-72 school year or at the close of the 1970-71 year, no replacements were sought because the project was expected to operate at a deficit. Therefore, the objective pertaining to an increase in pupil enrollment was not attained.

b. Management Process: Project administrator would coordinate use of City School District representatives to communicate the concept, need and processes for interculture education on a county basis to suburban school districts. Since no contacts were made with suburban representatives for this purpose, the objective was not met.

World of Inquiry School (WOIS)

a. Product Outcome: 30 percent of WOIS pupils would increase their standing on NYSPEP norms by 10 percentile points between successive testings for reading and mathematics.

Sufficient data were not available for WOIS pupils who had taken two successive PEP tests while enrolled at the school. Thus, it was not possible to determine the extent to which the objective was achieved directly. However, general distributions of the results of pupils who took various tests of the PEP series are shown in Table 13. Scores ranking lower than the twenty-third percentile on these tests identify children who are considered educationally disadvantaged by standards selected by the State Education Department in 1966. Other data were

TABLE 13
DISTRIBUTION OF WORLD OF INQUIRY STUDENTS
BY STANINE FOR NEW YORK STATE
PUPIL EVALUATION PROGRAM - STATE NORMS

Test	Stanine									Total
	1	2	3	4	5	6	7	8	9	
NYS Readiness					3	2		4	2	11
Grade 3 Reading	1	3	6	6	7	3		2	6	34
Grade 3 Math	2	2	1	13	5	3	1	5	2	34
Grade 6 Reading	4	1	2	5	3	2	2	2	1	22
Grade 6 Math	1	3	4	5	7	1	1			22
Total	8	9	13	29	25	11	4	13	11	123

available for WOIS pupils from Stanford Reading Tests and Seeing Through Arithmetic Tests that were administered in conjunction with the city's standardized testing program. Relevant data for WOIS pupils and all other city pupils are displayed in Tables 14 and 15.

TABLE 14

A COMPARISON OF STANDARDIZED READING TEST RESULTS FOR
WORLD OF INQUIRY SCHOOL AND ALL OTHER CITY
ELEMENTARY SCHOOLS^a
MAY 1972

Test and Level	WOIS					CITY				
	N	Mean	Std. Dev.	G.E.	Ave. Age	N	Mean	Std. Dev.	G.E.	Ave. Age
Met. Readiness Test	12	73.33	13.52	NA ^b	6.31	1377	68.01	13.10	NA	7.24
Stanford Reading Tests										
Pr. I	34	39.12	17.36	1.7	7.74	7007	45.71	16.34	1.9	8.36
Pr. II	49	60.14	18.61	3.3	8.87	6526	61.4	15.60	3.3	10.36
Int. I	29	55.69	18.27	5.0	9.97	5783	54.82	16.82	5.0	11.94
Int. II	41	69.95	20.09	6.8	11.20	3193	69.91	19.21	6.8	12.78

Mean Growth Scores Expressed in Grade Equivalent

	May 1971		May 1972		Mean Difference	City Mean Difference
	N	Mean		Mean		
WOIS	64	3.86		4.74	.88	.77

^a Administered according to the principle "The Right Test for the Right Child".

^b NA = Not applicable

TABLE 15

A COMPARISON OF SEEING THROUGH ARITHMETIC TEST RESULTS
FOR WORLD OF INQUIRY SCHOOL AND ALL
OTHER CITY ELEMENTARY SCHOOLS^a
MAY 1972

Level	WOIS			CITY ^b		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
1	19	41.68	13.06	4678	38.84	12.87
2	36	40.83	8.64	3935	40.06	9.53
3	30	50.0	12.24	3909	51.08	15.63
4	27	46.96	14.81	3191	45.52	14.74
5	20	48.05	6.7	2356	42.54	14.48
6	29	46.76	11.88	1496	44.04	15.29

^a Administered according to the principle "The Right Test for the Right Child".

^b Includes WOIS

These tests were administered according to the principle "The Right Test for the Right Child," which permits the classroom teacher to select the level of the test that is appropriate to the child's skills rather than grade placement. It appears that pupils at the WOIS achieved average reading scores on the SAT tests similar to average scores of pupils citywide. However, at each testing level the average age of city pupils taking the test was higher than that of WOIS pupils tested. A similar tendency was shown for children who took the Metropolitan Readiness Tests. The average growth in reading for ten months of instruction was 8.8 months for pupils at WOIS

TABLE 16
TEACHER USE OF GROUPING PATTERNS
AND INSTRUCTIONAL MATERIALS
AT WOIS

Item	Reading N=36	Mathematics N=35
Grouping Patterns		
Large group	-	-
Small group	-	6
Individual	29	16
Combination of group and individual	17 ^a	13
Materials		
Text	35	30
Teacher made	8	28
Student made	12	3
Basic concrete materials	b	3
Other	49	27

^aSixteen pupils at intermediate level

^bNot applicable to reading instruction

compared to 7.7 months for other City School District pupils. WOIS pupils also achieved higher mean total scores than other city pupils at each level of the Seeing Through Arithmetic Tests. Thus, when the data are considered with respect to age, WOIS pupils reflected average reading and mathematics achievement higher than counterparts enrolled in city schools.

b. Management Process: Family room teachers would assure that each child was engaged in appropriate individualized reading and mathematics instructional programs as defined by the WOIS staff.

Teachers described reading and mathematics instructional strategies that were employed with 35 selected pupils. Additional information was obtained from their performance on standardized tests and interviews held with the pupils.

The results in Table 16 show grouping patterns and instructional materials employed with the selected pupils. All children received individual instruction in reading, while the majority received it in mathematics. Six children did not receive individual instruction in mathematics, less than half of each group received a combination of group and individual work.

Although text books were employed with a majority of pupils in each group, a combination of teacher made, student made and other materials including library books and newspapers was also used.

A comparison of achievement data, teacher comments and pupil comments was made to determine the appropriateness of placement.

Teachers indicated that 31 of the 35 pupils had demonstrated an increased rate of reading during 1971-72. However, change scores for Stanford Reading Tests were available for 24 of these pupils and showed 13 pupils demonstrating less than six months growth during that period. Moreover, 4 of the 13 pupils achieved scores showing decreased achievement from May 1971 to May 1972. Thus, these data do not support teacher assessments of increased growth for the 13 pupils at average rates reflected for the school. Although further examination of the data revealed no other discrepancies between teacher comments and test data, those indicated cast doubt upon the appropriateness of the programs designed for the 13 children. Hence, the objective had not been attained for reading instruction.

No discrepancies were found between pupil records, teacher comments and mathematics instructional programs. However, limited achievement data were available. While it appears the objective was met for mathematics instruction, additional investigation is needed.

Pupil Attitudes, Creativity and Interests

a. Product Outcome: Pupils at WOIS were expected to demonstrate a more positive attitude toward school, and greater levels of creativity than a similar sample of non-WOIS pupils. Suburban pupils were expected to participate in interest area activities as frequently as urban pupils.

Data relevant to these objectives were collected and are being analyzed by Dr. David Elkind under a National Science Foundation Grant. A report, prepared for NSF, is expected in early Fall 1972 and will be submitted at that time as a

supplementary section.

b. Management process: Each child would produce a weekly activity schedule which would include a maximum of 1/3 day of reading, language arts and mathematics instruction and would show involvement in activities of the child's choice for the remainder of the day.

A survey of 16 primary and 20 intermediate pupils was made during the third week in May. Eight primary and 14 intermediate pupils had individual weekly activity schedules at that time. Five primary pupils had daily schedules, the remainder relied upon basic weekly class schedules prepared by the teacher. The six intermediate pupils without schedules indicated they usually prepared an activity schedule, but had not done so that week.

Based on data collected at that time, the objective was met for primary pupils but not for intermediate pupils.

SUMMARY AND RECOMMENDATIONS

This interim report is the first of three expected evaluation reports for the Urban-Suburban Pupil Transfer Program under current Title III funding. Based upon data collected during the 1971-72 school year, it considers pupil achievement and attitudes as well as the attitudes and perceptions of parents, the community, teachers and administrators. It also includes an assessment of selected features of the World of Inquiry School. The major conclusions and possible implications for program planning are summarized below.

Generally, urban pupils enrolled at suburban schools did not achieve expected gains in reading or mathematics as measured by their performance on NYSPEP tests. Over one-half of the pupils demonstrated decreasing rates of achievement during the two or three year time differentials that were examined. In addition, teachers and administrators alike expressed concern about meeting the social, remedial and instructional needs manifested by the children. Excessive absenteeism also appeared to affect the achievement of some pupils. The 9.8 percent decrease in pupil enrollment over the previous year resulted from an expected budget deficit that did not permit the program administrator to enroll pupils when spaces became available. With increasing operational costs and decreasing funding it appears this trend for enrollment will continue unless alternative methods for supporting the program are identified and implemented.

Although the majority of pupils expressed the desire to remain in the program and indicated they had formed friendships with suburban children, certain reservations reflected problems which must be overcome if pupil participation is expected to continue. Many older children preferred attending city schools which more of their friends attended, while younger children did not generally express this concern. However, the older pupils are approaching an age when peer acceptance is considered important and issues pertaining both to distance and the number of friends attending suburban schools are questioned.

Parents of urban children readily expressed their support for the transfer program. Although the stated purpose of the program was the reduction of racial isolation, only one parent indicated this was her reason for enrolling her child in the program. The majority claimed their children were participants because they felt the suburban schools offered better educational opportunities.

Equal percentages of suburban parents contacted in a telephone survey responded positively and negatively toward the program. Overall, there appeared to be a relationship between perceived benefit to the child and parental willingness for district financial support or continuation of the program. Thus, as more parents see direct benefits for their child, increasing numbers would be expected to support their district's continuation of the program.

Originally the Community Council was expected to serve as an advisory body. Four meetings of the Council held during 1971-72 were judged informational. Administrators represented the largest proportion of membership; pupils were not directly represented. The question is raised whether the Council can effectively function as an advisory body if direct input from all population components does not occur.

The results from a survey revealed that all administrators and the majority of teachers were interested in continuing their participation in the program. In addition, all currently participating districts consented informally to maintain or increase the number of transfer pupils for the following year providing tuition was paid. To date, no other districts were added for the 1972-73 school year. Boards of Education at two nonparticipating districts previously approved the principle of the program but have not yet become actively involved.

The World of Inquiry School, an experimental demonstration school, has pupil enrollment representative of the greater Rochester area. Generally, pupils at this school reflected higher achievement in reading and mathematics than counterparts citywide during 1971-72. An assessment of attitudes, creativity and interests of WOIS children and a sample of non-WOIS children will be available in early Fall when Dr. David Elkind, who is conducting the study under the National Science Foundation, expects to release a report.

The following recommendations are offered for future program improvement. In each instance, the recommendation is based upon analysis of data or the deductions and inferences drawn from the components that were evaluated.

1. Clarify and redefine the goals of the program so that all interested groups concur upon the purpose, direction and operation of the program.
2. Identify and designate one liaison person from each district to assist in program modification, coordination and implementation.
3. Appraise pupil progress periodically during the year and provide immediate compensatory assistance when needed.
4. Provide inservice training to district officials and teachers relating to both the needs and culture of urban transfer children.
5. Provide special transportation after the school day so that urban children may increase interaction with suburban children and school personnel.
6. Establish and maintain closer home-school contacts especially with regard to attendance (eg. use School Parent Advisors to the Neighborhood).
7. Continue exploration of methods for reducing operational costs while increasing pupil participation so that racial isolation is not reestablished.
8. Include representation from each interested and involved group on the Community Council.
9. Implement two way pupil exchanges.

APPENDIX A

SUPPLEMENTARY STATISTICAL INFORMATION

TABLES 17 - 23

FIGURE 3

TABLE 17
URBAN PUPIL PERFORMANCE
BY TEST, LEVEL AND DISTRICT
NEW YORK STATE PUPIL EVALUATION PROGRAM
STATE NORMS

		Stanine									Total
District		1	2	3	4	5	6	7	8	9	
NYS Readiness	P				1	1		1	4		7
	R		1	1	1	1					4
	S		1	3	3	6	7	1	1		22
	T			2	12	11	7	3	4	1	40
	U										
Total			2	6	17	19	14	5	9	1	73
Grade 3 Reading	P	1	2	5	7	6	11	5	5		42
	R		1	3	4	3					11
	S		7	6	9	14	4	1			41
	T		2	4	10	12	8	4	3	1	44
	U			1	2						3
Total		1	12	19	32	35	23	10	8	1	141
Grade 3 Math	P		2	7	11	10	3	5	4		42
	R		1	2	4	4					11
	S		7	9	12	8	5		1		42
	T			2	5	18	13	5		1	44
	U			1	2						3
Total			10	21	34	40	21	10	5	1	142
Grade 6 Reading	P		2	4	6	2	2	2			18
	R	1		1	1						3
	S				4	5	1	1			11
	T										
	U										
Total		1	2	5	11	7	3	3			32
Grade 6 Math	P		6	5	5	2	3	2			23
	R		1	1	1						3
	S				3	4					7
	T										
	U										
Total			7	6	9	6	3	2			33

TABLE 18

PUPIL CHANGE IN PERCENTILE RANKING
ON NEW YORK STATE PUPIL EVALUATION PROGRAM
SUCCESSIVE READING AND MATHEMATICS TESTS

Tests Compared	District	Number Demonstrating Specified Changes in Standing on State Percentile				Total
		Increase ≥ 10	Increase/Decrease < 10	Decrease ≥ 10		
Total NYS Readiness to Grade 3 Reading	P	3	1	3	7	
	R	1	0	2	3	
	S	2	2	10	14	
	T	9	6	15	30	
	Total	15 (27.8%)	9 (16.7%)	30 (55.5%)	54	
Total NYS Readiness to Grade 3 Math	P	2	2	3	7	
	R	1	0	2	3	
	S	2	2	12	16	
	T	15	5	10	30	
	Total	20 (35.7%)	9 (16.1%)	27 (48.2%)	56	
Grade 3 Reading to Grade 6 Reading	P	1	1	7	9	
	T	2	2	6	10	
	Total	3 (15.8%)	3 (15.8%)	13 (68.4%)	19	
Grade 3 Math to Grade 6 Math	P	2	2	6	10	
	T	0	3	5	8	
	Total	2 (11.1%)	5 (27.8%)	11 (61.1%)	18	
Total		40 (27.2%)	26 (17.7%)	81 (55.1%)	147	

TABLE 19
MANN-WHITNEY U TEST BETWEEN ONE-TEST SAMPLES AND TWO-TEST SAMPLES

Tests		U	Mean	St. dev.	z
Total Sample ^a	Subsample ^b				
NYS Readiness N = 71	Grade 3 Reading N = 54	466.5	459	74.22	.1010
NYS Readiness N = 73	Grade 3 Math N = 56	477.5	476	76.62	.0196
Grade 3 Reading N = 141	NYS Readiness N = 54	2048.0	2408	239.56	-2.4217 ^c
Grade 3 Math N = 142	NYS Readiness N = 56	1778.0	2349	235.78	-1.5027 ^d
Grade 3 Reading N = 141	Grade 6 Reading N = 19	1046.5	1159	165.619	-.6792
Grade 3 Math N = 142	Grade 6 Math N = 18	619.5	1116	163.09	-3.0443 ^c
Grade 6 Reading N = 32	Grade 3 Reading N = 19	122	124	26.06	-.0576
Grade 6 Math N = 33	Grade 3 Math N = 18	67.69	135	27.66	-2.4336 ^c

^a All students taking test, test of significance applies to stanine distribution of these tests.

^b Subsample took both tests indicated, test of significance on stanine distributions of first test.

^c $p \leq .01$; ^d $p \leq .10$

TABLE 20

TEACHER ASSESSMENT OF URBAN PUPIL PERFORMANCE
IN READING AND MATHEMATICS

District	N	Level Compared to Class		
		Below Level	At Level	Above Level
Reading				
P	22	15	6	1
Q	16	8	6	2
R	11	10	1	-
S	16	11	5	-
T	21	12	7	2
U	12	10	2	-
Total	98	66	27	5
Mathematics				
P	21	14	6	1
Q	16	12	2	2
R	11	9	2	-
S	16	10	6	-
T	20	5	13	2
U	12	9	3	-
Total	94	59	30	5

TABLE 21
NUMBER OF PUPILS EXCEEDING
FIVE DAYS OF ABSENTEEISM
PER ATTENDANCE PERIOD BY DISTRICT

District	N	Number Times Absence Exceeds 5 Days	
		Once	More Than Once
P	21	11	10
Q	12	11	1
R	11	6	5
S	29	19	10
T	16	9	7
U	14	6	8
Total	103	62	41

Figure 3
NUMBER OF TEACHERS AND DISTRICT ADMINISTRATORS
ASSIGNING PRIORITY TO EACH PROGRAM OBJECTIVE

Code: * Designated as priority objective by program administrator *

■ Teacher

▨ Administrator



A list of objectives is in Table 22

TABLE 22
OBJECTIVE RATING SCALE FOR TEACHERS AND ADMINISTRATORS

Attached is a list of 20 objectives of the Urban-Suburban Pupil Transfer Program. Please select and rank the 5 objectives you feel are most important. Place the number "1" in the blank before the objective you feel is most important to the program; a number "2" before the objective you feel is of second greatest importance to the program; continue in this fashion until you have assigned a rank to each of the 5 objectives you selected.

- ____ A. Participation of urban and suburban teachers in classroom exchange
- ____ B. Participation of urban pupils in extracurricular activities
- ____ C. Acceptance, by teachers, of racially different pupils
- ____ D. Increase urban pupils' reading skills
- ____ E. Functioning of Urban-Suburban Community Council as advisor to program
- ____ F. Exchanging urban and suburban pupils in equal numbers
- ____ G. Participation of urban parents in classroom activities
- ____ H. Increase urban pupils' arithmetic skills
- ____ I. Adoption of multiethnic curricula by teachers
- ____ J. Participation of teachers in program development
- ____ K. Improvement of urban pupils' self-concept
- ____ L. Communication of program director with program teachers
- ____ M. Increasing pupil enrollment in transfer program
- ____ N. Attendance by suburban pupils in integrated classes
- ____ O. Financial support of program by suburban communities
- ____ P. Improvement of suburban pupils' self-concept
- ____ Q. Participation of community representatives in program development
- ____ R. Interaction of urban and suburban parents with each other
- ____ S. Development of model for intercultural education
- ____ T. Acceptance of racially different pupils by each other

TABLE 23
PER DISTRICT CHANGE IN ENROLLMENT
FOR THE PERIOD JUNE 1971 - MARCH 1972

District	June 1971	September ^a 1971	March 1972	Total Change June-March	Percent of Change
P	97	93	92	- 5	- 5.1
Q	79 ^b	67	67	-12	-15.2
R	42	38	38	- 4	- 9.5
S	115	103	102	-13	-11.3
T	96	85	85	-11	-11.4
U	41	40	40	- 1	- 2.5
Totals	470	426	424	-46	- 9.8

NOTE: a. Enrollment figures as of September 30, 1971

b. Does not include 35 Grades 6, 7, and 8 pupils,
whose program was phased out as of June 1971

APPENDIX B

INSTRUMENTS DEVELOPED FOR DATA COLLECTION
INCLUDING SUMMARY OF RESPONSES

TABLES 24 - 30

TABLE 24

URBAN PUPIL INTERVIEW
(Grades 1-4)
N=70

Interviewer _____
Date _____
Pupil _____
Birthdate _____
Grade _____
Years in School _____

1. Tell me some happy things about being at school this year.

<u>Response</u>	<u>N</u>
Sports, play activities	60
Subject studied, library	31
Friends	11
Teachers	7
Others	11
Nothing	4
No Answer	1

2. Tell me some things about school this year that make you unhappy.

<u>Response</u>	<u>N</u>
Nothing	27
Other students	15
Subjects studied, work	11
Teachers	6
Fighting	4
Other	11

3. If you had a very big problem at school, whom would you talk to about it? (get exact identification)

<u>Response</u>	<u>N</u>
Teacher	46
Principal	14
Friend	6
Mother	3
Nurse	3
Psychologist	1
No one	1
Don't know	1

Why?

Varied

4. Do you ever play with children from your school?

N=70 Yes

N=1 No

(If, yes) Do you ever play together (If, no) Why not?
at their home?

N=47 Yes

N=23 No

Do you ever play together
at your home?

N=34 Yes

N=36 No

Tell me about the things you do together?

Varied

5. Do you like going to this school?

N=66 Yes

N=4 No

Why?

Yes

No

Fun	13
Learn	7
Nice things	6
Gym	6
Friends	5
Teachers	5
Others	9

Too far	3
Fights	1

6. Do you want to come back to _____ next year?

N=54 Yes

N=7 No

N=7 Don't know

N=2 Can't *

* Expect to go from
elementary to middle
school

Why? Varied

7. Do you ever wish you went to the City School near your home?

N=30 Yes

N=38 No

N=2 No answer

Why?	<u>Yes</u>	<u>No</u>
Walk to school	17	Too much fighting 20
Friends, family there	3	Better school here 6
Don't like bus ride	3	Don't like it 6
Other	3	Like the bus ride 3
		Parents won't allow it 1

8. If you could be on television to talk about being in this school, what would you say?

<u>Response</u>	<u>N</u>
Good school	31
Has nice things	6
Nice teachers	6
Other	16
I was scared	1
Don't like school	2

TABLE 25

URBAN PUPIL INTERVIEW
(Grades 5-8)
N=31

Interviewer _____

Date _____

Pupil _____

Birthdate _____

Grade _____

1. How long have you been coming to school in _____ ?
_____ years

2. Who decided you should come to school in _____ ?

N=22 Parents

N= 7 Self

N= 2 Other (explain)

Why? (Probe)

<u>Response</u>	<u>N</u>
Schools are better here	17
High grades	4
Sister in program	1
New People	1

3. How did you feel when you first came to school in _____?

<u>Response</u>	<u>N</u>
Scared, sad	14
Curious	7
Happy	6

Why do you think you felt that way?

Do you ever feel that way now?

When?

4. What's the best thing that has happened to you since you've been at school here?

<u>Response</u>	<u>N</u>
New friends	11
Gym	5
Being in summer plays	2
Other	2

What are some of the other things that have made you happy here?

<u>Response</u>	<u>N</u>
Teachers	5
Special classes	4
Friends	3
Higher marks	2
Other	2

5. What's the worst thing that has happened to you since you've been at school here?

<u>Response</u>	<u>N</u>
Getting in trouble	10
Not being popular	2
Other	5
No answer	13

What are some of the other things that have made you unhappy here?

Varied

What do you think would help make these things better?

6. If you had a very big problem, whom, at school, would you talk with about it? (get complete identification) If child asks what kind of problem, say: "Anything you can think of that might really bother you?"

	<u>Response</u>	<u>N</u>
	Guidance counselor	12
	Principal	5
	Friend	5
Why?	Teacher	4
Varied	Vice-Principal	3
	No one	1

7. Do you get as much help with your studies as you feel you need?

N=19 Yes N=1 Don't need help

N=8 No N=3 No answer

Who helps you the most?

Who could help you more?

Teacher 11
Mother 5
Friends 1

Teacher 7
Mother 1

8. Do you feel you do as well in school as you can?

N=19 Yes

N=7 No

N=5 No answer

Why do you feel this way?

<u>Yes</u>		<u>No</u>	
I try hard	16	Don't study	4
Don't know	3	In special classes	1
Satisfied with marks	1	Don't get help	1

9. Do you ever wish you went to the city school near your home?

N=16 Yes

N=13 No

N=2 No answer

Why? (Probe)

<u>Yes</u>		<u>No</u>	
Friends there	9	Fights	7
Closer	7	Friends here	1
No blacks here	1		
Special Edison programs	1		

10. Do you ever play with children from your school?

N=23 Yes

N=6 No

N=2 No answer

(If, yes) What other kinds of things do you do together?

(If, no) Do you do anything together? (get details)

Sports	12
Stay overnight	7
Dinner	3
Girl Scouts	1

11. Do you take part in any after school activities?

N=21 Yes

N=10 No

(If yes) Which ones?

(If, no) Are there any you would like to be in?

Sports 15

Varied

Chorus 4

Others 3

Why aren't you able to be in them?

Transportation

12. Do you want to come to school in _____ again next year?

N=16 Yes

N=9 No

N=6 No answer

Why?

13. How would you feel if more of your friends from your neighborhood came to school in _____?

Responses

N

Would like school better

20

More friends

13

No difference

5

Would get into more trouble

2

Wouldn't want them

1

Why?

14. If you could make any changes in school, what would they be?
(Probe for 2 or 3 responses).

<u>Response</u>	<u>N</u>
Change teachers	4
Classes after school	3
Black teachers	1
Others	2

15. If you ^{None} could be on television to talk about ¹⁶ being at school
in _____, what would you say?

<u>Response</u>	<u>N</u>
Good school	21
Fun to learn	4
Others	4

TABLE 26
URBAN PARENT INTERVIEW
N=44

INTERVIEWER _____ PUPIL _____
DATE _____
TIME OF INTERVIEW _____ PARENT _____
RELATIONSHIP OF INTERVIEWEE TO CHILD: (CHECK ONE)
N=32 MOTHER) _____ STEPMOTHER _____ AUNT _____ GRANDMOTHER _____
N=3 FATHER) _____ STEPFATHER _____ UNCLE _____ GRANDFATHER _____
N=2 OTHER(EXPLAIN) Cousin, Unclear N=2 BOTH PARENTS
RECEIVING SCHOOL _____ DISTRICT _____
HOME SCHOOL _____

CHILDREN LIVING AT YOUR HOME:

SEX	AGE	SCHOOL	NO. YEARS IN PROGRAM
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

1. Who first decided _____ should participate in the transfer program?

N=31 Self (Parent)

N= 2 Child

N=11 Other (Who?)

4 Principal or teacher

4 Board of Education

3 Unclear

2. Why was this program chosen?
(Give reasons for each child participating)

Response	N
Better education	10
Program is good idea (no explanation)	5
Siblings participate	4
Don't like city schools	4
To integrate	1

3. Did you receive any information about the suburban school _____ attends before he first went there?

N= 27 Yes

N= 15 No

N= 2 No answer

(If YES) What information did you appreciate most?

(If NO) What types of information would you have liked?

Calendars

2 requested information on educational programs

Newsletters

What other types of information would you have liked?

Bulletins

Information on teachers

Information on helping child with work

4. Do you know who to contact if _____ is having problems with school work?

N= 37 Yes

N= 4 No

(If YES) Who?

Principal or teacher

5. Are you satisfied with _____ school work this year?

N= 41 Yes

N= 3 No

Briefly explain your answer.

Yes

No

Child likes school

Grades are lower

Work is good or improves

Work is not good

Teachers seem concerned
about the children

6. Have you talked with _____ teacher this year about his work?

N= 40 Yes

N= 4 No

(If YES) How often?

(If NO) Why not?

Varies

Transportation

Written reports
enough

Do you feel you've had
enough contact with the
teacher?

What kinds of contact with the
teacher would you like?

N= 30 Yes

N= 2 None

N= 10 No

N= 1 Meeting

7. Has _____ ever visited suburban children at their home?

N= 27 Yes

N= 17 No

How often?

(If NO) Would you like to have this happen?

(If YES) When? (check as many as apply)

N= 4 Yes

after school x

N= 4 No

vacations x

weekends x

N= 7 Doesn't matter

other (explain) x
parties

8. Have suburban children ever visited your home?

N= 16 Yes

N= 27 No

How often?

(If NO) Would you like to have this happen?

(If YES) When? (Check as many as apply)

N= 16 Yes

after school x

N= 4 No

vacations x

weekends x

N= 3 Doesn't matter

other (explain) x
parties

9. Are you involved with any parent groups at _____ school?

N= 11 Yes

(If YES) Which ones?

PTA

Various committees

N= 33 No

(If NO) Why not?

No desire

Time

Transportation

What do you do as a member of this group?

Are you interested in participating in any parent groups?

N= 16 Yes

N= 16 No

Why?

10. Are there any other ways you would like to be more active in _____ school?

N= 14 Yes

(If YES) What are they?

Varies

N= 21 No N= 9 No answer

(If NO) Why not?

N= 1 No desire

N= 2 No transportation

N= 13 No time

11. In what ways is _____ better off in his school than in a city school?

N=28 Education is better

N= 5 No fighting

N= 3 No difference

N= 1 Child isn't better off

N= 6 Others, including child's satisfaction

In what ways would _____ be better off in a city school?

N= 9 Closer to home

N= 3 More blacks in city

N= 3 No difference

N=29 Child wouldn't be better off

12. Do you want _____ to participate in the transfer program for another year?

N= 40 Yes

N= 4 No

Why?

See #11

N= 1 Moving

N= 1 Don't like principal

N= 1 No reason

N=1 Likes neighborhood school

13. Do you think the program should be expanded?

N=32 Yes

N= 5 No

N=7 Don't know

Why?

Do you think the program should include suburban children attending city schools?

N= 23 Yes

N= 7 No

N= 14 No answer

Why?

Yes

No

N= 4 Upgrade city schools

Nothing to offer

N= 8 Learn about city

14. What changes would you like to see made in the transfer program?

Increase number of participating students

Provide lunch, if not already provided

Improve bus service

After school bus

Better coordination of placement for children in same family

Advance notice of meetings to allow parents to arrange transportation

15. Other comments:

TABLE 27
SUBURBAN PARENT TELEPHONE SURVEY
N=100

Child _____ Telephone _____
Parent (Circle One) Mother _____ Father _____
School _____
District _____
Date _____ Time _____
Interviewer _____

GOOD EVENING.

THE GENESEE VALLEY SCHOOL DEVELOPMENT ASSOCIATION IS CONDUCTING
A TELEPHONE SURVEY TO ASSESS PARENT FEELINGS ABOUT THE URBAN-SUBURBAN
PUPIL TRANSFER PROGRAM. WOULD YOU BE WILLING TO ANSWER SOME QUESTIONS?

N=100^a YES

N=24 NO

(IF, YES) CONTINUE WITH #1

(IF, NO) SAY: "I'M SORRY
TO HAVE DISTURBED YOU.
GOOD NIGHT." HANG UP.

1. IS YOUR CHILD IN CLASS WITH CHILDREN FROM THE CITY?

N=88 YES (CONTINUE WITH
#2 THRU #6)

N=11 NO (GO TO #7
#8 & #9)

2. HAS YOUR CHILD BENEFITTED FROM THE TRANSFER PROGRAM?

N=35 YES N=21 NO ANSWER/DON'T KNOW N=32 NO

IN WHAT WAYS HAS HE
BENEFITTED?

WHY DO YOU FEEL YOUR CHILD
HAS NOT BENEFITTED?

e.g. Attitude changed from pre-
judice to acceptance

e.g. No difference seen in
child

Program hasn't hurt

Transfer children below
grade level

Learned respect for differ-
ences of inner city children

Behavior problems of
city children

Has outside contacts with
inner city children

^a One respondent indicated a strong, positive attitude toward program,
but did not answer specific questions.

3. OVER THE NEXT FIVE YEARS, FEDERAL AND STATE GOVERNMENT GRANTS WILL DIMINISH AND OUTSIDE SUPPORT FOR THE TRANSFER PROGRAM WILL CEASE. IN YOUR OPINION, SHOULD YOUR DISTRICT FINANCIALLY SUPPORT THE PROGRAM IN COOPERATION WITH THE CITY SCHOOL DISTRICT?

N=38 YES N=1 NO ANSWER/DON'T KNOW N=49 NO

(WHAT KINDS OF FINANCIAL SUPPORT SHOULD YOUR DISTRICT OFFER?)

(WHY DO YOU FEEL THIS WAY?)

e.g. Provision of tuition
Provision of transportation
Provision of textbooks
Provision of "whatever is necessary"

Each district should support itself
Taxes are too high
Program does not solve any problems

4. DO YOU THINK THIS TYPE OF PUPIL TRANSFER PROGRAM SHOULD CONTINUE ON A PERMANENT BASIS?

N=40 YES N=6 NO ANSWER/DON'T KNOW N=42 NO

WHY?

WHY NOT?

Benefit to all children
Racial understanding

Bus ride
Expense

5. ONE OF THE GOALS OF THE PROGRAM IS A TWO-WAY TRANSFER OF PUPILS. THIS WOULD MEAN THAT CHILDREN FROM SUBURBAN DISTRICTS WOULD BE ATTENDING CITY SCHOOLS, AS WELL AS CITY CHILDREN ATTENDING SUB-URBAN SCHOOLS.

WOULD YOU BE WILLING TO HAVE YOUR CHILD ATTEND A CITY SCHOOL OF YOUR CHOICE?

N=22 YES N=2 NO ANSWER/DON'T KNOW N=64 NO

WHICH ONE(S)?

WOULD YOU TELL ME WHY NOT?

N Response

1 World of Inquiry School
1 Major Achievement Program
1 School #49
19 No preference

Moved to present district because of schools
Belief in neighborhood schools
City schools inferior

6. HAVE YOUR FEELINGS ABOUT THE TRANSFER PROGRAM CHANGED FROM THE TIME YOU FIRST BECAME ACQUAINTED WITH IT?

N=24 YES N=1 NO ANSWER/DON'T KNOW N 63 NO

IN WHAT WAYS?

WHY HAVEN'T THEY?

YES

NO

Positive to Negative N=13

Positive N=26

Negative to Positive N=11

Negative N=23

Unclear N=14

7. DO YOU FEEL YOUR CHILD WOULD BENEFIT FROM A TRANSFER PROGRAM WHERE CITY CHILDREN ARE IN SUBURBAN SCHOOLS?

N=3 YES N=1 NO ANSWER/DON'T KNOW N=7 NO

IN WHAT WAYS COULD YOUR CHILD BENEFIT?

WHY DO YOU FEEL YOUR CHILD WOULD NOT BENEFIT?

8. IN YOUR OPINION, SHOULD YOUR DISTRICT FINANCIALLY SUPPORT A PUPIL EXCHANGE PROGRAM WITH THE CITY SCHOOL DISTRICT?

N=1 YES N=1 NO ANSWER/DON'T KNOW N=9 NO

WHAT KINDS OF FINANCIAL SUPPORT SHOULD YOUR DISTRICT OFFER?

WHY DO YOU FEEL THIS WAY?

9. WOULD YOU BE WILLING TO HAVE YOUR CHILD ATTEND A CITY SCHOOL OF YOUR CHOICE?

N=1 YES

N=10 NO

WHICH ONE(S)?

WOULD YOU TELL ME WHY NOT?

WHY?

TABLE 28

PARENT RESPONSES TO TELEPHONE SURVEY
BY DISTRICT

Question	District	N	Positive	Response Negative	Not Clear
Overall response to program	P	29	19	9	1
	R	23	6	15	2
	S	28 ^a	14	8	6
	U	20	4	11	5
	Total	100 ^b	43	43	14
Question	District	N	Yes	No	Response No Answer/Don't Know
1.	P	29	27	3	-
	R	23	19	4	-
	S	28 ^a	24	2	-
	U	20	18	2	-
	Total	100	88	11 ^a	-
2. ^c	P	27	8	8	11
	R	19	9	8	2
	S	24	14	8	2
	U	18	4	8	6
	Total	88	35	32	21
3.	P	27	16	10	1
	R	19	7	12	-
	S	24	13	11	-
	U	18	2	16	-
	Total	88	38	49	1
4.	P	27	18	7	2
	R	19	8	11	-
	S	24	15	7	2
	U	18	8	10	2
	Total	88	40	42	6
5.	P	27	10	15	2
	R	19	5	14	-
	S	24	3	21	-
	U	18	4	14	-
	Total	88	22	64	2

TABLE 28
PARENT RESPONSES TO TELEPHONE SURVEY
BY DISTRICT (CONT'D.)

Question	District	N	Yes	No	Response
					No Answer/Don't Know
6.	P	27	9	17	1
	R	19	5	14	-
	S	24	11	13	-
	U	18	3	13	2
	Total	88	28	57	3
7. ^d	P	3	2	-	1
	R	4	-	4	-
	S	2	1	1	-
	U	2	-	2	-
	Total	11	3	7	1
8.	P	3	1	2	-
	R	4	-	4	-
	S	2	-	1	1
	U	2	-	2	-
	Total	11	1	9	1
9.	P	3	1	2	-
	R	4	-	4	-
	S	2	-	2	-
	U	2	-	2	-
	Total	11	1	10	-

^a One respondent indicated a strong positive attitude toward program, but did not answer specific questions.

^b All parents were drawn from lists of classrooms with urban children.

^c Only parents responding "Yes" to Question 1 were asked Questions 2-5.

^d Only parents responding "No" to Question 1 were asked Questions 7-9.

TABLE 29

Teacher Interview Form
N=37

1. Describe the informal levels of interaction of the urban and suburban children in your classroom?

Various

Few problems expressed except for tendency of urban children to stick together

2. What are the reactions of the urban children and suburban children when assigned to work together?

No problems expressed

3. Describe any adjustment problems the urban children have experienced in adapting to the suburban school?

<u>Response</u>	<u>N</u>
Academic Skills	12
Discipline	6
Aggressiveness	5
Socialization	3
Language differences	2
None	5
Do any of these problems still exist?	

YES

NO

If yes, which ones?

All, to some degree

What do you feel will alleviate these problems?

Instructional modification

Screening

Parent cooperation

4. Describe any positive experiences the urban children have had in adapting to the suburban school.

<u>Response</u>	<u>N</u>
Social experience	21
Academic achievement	10
Intercultural understanding	7

5. Describe any positive experiences the suburban children have with the urban children.

<u>Response</u>	<u>N</u>
Social experience	32
Intercultural understanding	24

6. Describe any adjustment problems the suburban children have experienced in adapting to the urban children.

<u>Response</u>	<u>N</u>
Physical aggressiveness of urban children	16
Negative parental attitudes	5
Language differences	3
None	9

Do any of these problems still exist?

YES

NO

If yes, which ones?

All, to some degree

What do you feel will alleviate these problems?

Increased interaction of children screening

7. In which extracurricular activities do urban pupils in your class participate?

Various

Indicate the number of these children participating in each activity.

8. In which other extracurricular activities have urban pupils in your class expressed a desire to participate?

Various

Why are they unable to participate in these activities?

- 9.^b Is participation in extracurricular activities desirable for urban pupils in your class?

N=28 YES N=3 NO (children too young)

If yes, in what ways?

Interaction of children in informal activities encourages communication, understanding

- 10.^b Is participation of urban pupils in extracurricular activities desirable for suburban pupils in your class?

N=24 YES N=3 NO N=4 No Answer

If yes, in what ways?

Same as #9

^b. Answered by 31 teachers, 6 not asked question

11. Did you receive adequate information about the urban child before he entered your classroom?

N=18 YES N=17 NO N=2 No Answer

If not, in what ways was the information inadequate?

Personal background, including family expectations,
adjustment problems

Academic record

What information, if any, was useful to you?

Anecdotal records

Family background

Academic record

12. What academic needs of the urban children are you unable to meet in your classroom?

<u>Response</u>	<u>N</u>
Basic skills	16
General remedial work	4
Other	8
None	9

Which of these needs is the school unable to meet?

All, in most cases

12. Con't

What changes would you suggest to insure that these needs are met either in your classroom or in the school?

<u>Response</u>	<u>N</u>
Screening	1
Instructional Modification	8

Who should be responsible for implementing these changes?

School, generally

13. Describe satisfying experiences you have working with urban children in the program.

<u>Response</u>	<u>N</u>
Interaction of children with each other	13
Personal acceptance of child, by child	10
Academic improvement of children	8

14. Describe difficulties you have experienced working with urban children in the program.

<u>Response</u>	<u>N</u>
None	10
Discipline	17
Meeting academic needs	5

15. Have you made any modifications in your instructional techniques or classroom activities as a result of your participation in the transfer program?

N=18 YES N=21 NO

If yes, describe and indicate what effect these modifications have had.

Black history and culture

More individualized work

Reevaluation of standards of behavior
and achievement

16. Would inservice training be useful to you as a teacher of children in the transfer program?

N=29 YES N=8 NO

If yes, what types of inservice programs would be useful?

Urban life

Black culture

Instructional strategies for
urban children

Involving the urban parent in
school activities

Human relations or desegregation
institute

17. Do you think teachers should participate in planning the transfer program?

N=13 YES N=24 NO

If yes, what planning activities should teachers participate in?

Selection, placement of pupils

In-service

If no, why do you feel this way?

Administrators have skills, responsibilities in this area

18. What changes would you recommend in the transfer program's operation?

Increase numbers participating

Screening of students

Design of master plan, with strong financial base

Pupil exchange

Teacher exchange

Increase communication with parents

19. Describe the reactions of parents of suburban children in your classroom to the transfer program.

<u>Response</u>	<u>N</u>
Positive	9
Negative	9
Mixed	9
Neutral	4
No answer	6

20. What types of formal or informal activities occur between parents of urban and suburban pupils?

Various

Many teachers did
not know

21. Do urban parents participate in classroom activities?

N=8 YES N=29 NO

If yes, in what ways?

Meetings

Open house

Social hours

22. Do suburban parents participate in classroom activities?

N=23 YES N=14 NO

If yes, in what ways?

Meetings

Open house

Social hours

Room mothers

Field trips

23. Given a choice, would you be willing to participate in the transfer program next year?

YES NO

Briefly explain your reasons.

<u>Response</u>	<u>N</u>
Yes	26
Yes, with reservation	5
No	3
Not sure	3

TABLE 30
Administrator Interview Form

1. Describe the informal levels of interaction of the urban and suburban children in your school?

Various

no problems

2. Describe any adjustment problems the urban children have experienced in adapting to your school

<u>Response</u>	<u>N</u>
Aggressiveness	7
Academic skills	6
Socialization	4
Language differences	2

Do any of these problems still exist?

Yes

No

If yes, which ones? All, to some degree

What do you feel will alleviate these problems?

Screening

Home-School cooperation

3. Describe any positive experiences the urban children have had in adapting to your school.

<u>Response</u>	<u>N</u>
Social experience	17
Intercultural understanding	6
Academic achievement	5

4. Describe any positive experiences the suburban children have with the urban children.

<u>Response</u>	<u>N</u>
Intercultural understanding	11
Social experiences	7

5. Describe any adjustment problems the suburban children have experienced in adapting to the urban children.

Physical aggressiveness of urban children	9
Negative parental attitudes	7
Language differences	4
None	4

Do any of these problems still exist?

YES NO

Which ones? All, to some degree

5. (Cont'd)

What do you feel will alleviate these problems?

Continued interaction of children

Screening

Teacher training

Introduction of multiethnic curricula

6. In which extracurricular activities do urban pupils in your school participate? Various

Indicate the number of these children participating in each activity.

7. In which other extracurricular activities have urban pupils in your school expressed a desire to participate? Various

Why don't they participate in these activities?

Transportation

- 8.^a Is participation in extracurricular activities desirable for urban pupils in your school?

N=14 YES - NO N=2 No Answer

If yes, in what ways?

Greater interaction on an informal basis will encourage understanding among children

- 9.^a Is participation of urban pupils in extracurricular activities desirable for suburban pupils in your school?

N=13 YES - NO N=3 No answer

If yes, in what ways?

Same as #8

10. Did you receive adequate academic information about the urban children before they entered your school?

N=8 YES N=9 NO N=3 No answer

If not, in what ways was the information inadequate?

Readiness information

Family background, expectations

Academic records

^a Questions answered by 16 respondents, 4 not asked question.

10. What information, if any, was most useful to you?
(Cont'd)

Attitudes

Behavior patterns

Family background

Academic records

11. What academic needs of the urban children are your teachers
unable to meet in their classrooms?

<u>Response</u>	<u>N</u>
Basic Skills	8
General remedial work	2

What changes would you suggest to insure that these needs
are met either in your classroom or in the school?

Late bus

Instructional modification

In-service training in Black culture
for teachers and administrators

Who should be responsible for implementing these changes?

Teacher, Administrators

12. Describe satisfying experiences you have working with urban children in the program.

<u>Response</u>	<u>N</u>
Personal interaction with children	12
Watching, encouraging academic growth	9

13. Describe difficulties you have experienced working with urban children in the program.

<u>Response</u>	<u>N</u>
None	3
Discipline	7
Understanding children's attitudes	4

14. Has your staff made any modifications in their instructional techniques or classroom activities as a result of participation in the transfer program.

N=10 Yes N=10 NO

Describe any that have been made and indicate what effect these modifications have had.

Individualization of work

Flexibility in acceptance of various behaviors and language patterns

Multiethnic materials introduced

15. Would inservice training be useful to you as an administrator of a school with urban children involved in the transfer program?

N=16 YES N=4 NO

If yes, what types of inservice programs would be useful?

Black culture

Human relations

Values seminar

16. Do you think administrators should participate in planning the transfer program?

N=8 YES N=12 NO

Explain.

If yes, what planning activities should administrators participate in?

Selection of students

Determinations of objectives

Instructional guidelines

17. What changes would you recommend in the transfer program's operation?

Screening of students for emotional and academic problems

More complete records from city

Use of district buses and drivers

Financial stability

18. Describe the reactions of suburban parents to the transfer program in your school.

<u>Response</u>	<u>N</u>
Mixed	12
Positive	4
Neutral	2
Negative	1

19. What types of formal or informal activities occur between parents of urban and suburban pupils?

<u>Response</u>	<u>N</u>
Various	16
Very little	4

20. Do urban parents participate in school activities?

N=17 YES N=3 NO

If yes, in what ways?

Conferences

PTA

Open houses

21. Do suburban parents participate in school activities?

N=20 YES N=- NO

If yes, in what ways?

Conferences

PTA

Open houses

Room mother

Volunteer aides

22. Given a choice, are you willing to have urban children in the transfer program at your school next year?

N=19 YES

 NO

N=1 Yes, with reservation

Explain your reasons.

APPENDIX C

BOARD PRÉCIS
JANUARY 1968 - JANUARY 1972
NONPARTICIPATING DISTRICTS

Summarized below are Board of Education minutes relating to intercultural education on a metropolitan basis from nine of twelve nonparticipating suburban school districts. The précis of the minutes from which these summaries were made were collected by Genesee Valley School Development Association.

1. Four transfer students participating at the high school level in this district for one year, returned to city schools the following year. Admission of five additional transfer students was denied by the Board at that time. However, in June 1971, a committee was established to investigate the transfer of district students to out of district schools, none of which were specified. A report from this committee was requested prior to the 1972-73 school year.
2. According to minutes of December 1967, the Board did not favor participation in a regional demonstration school. Ten months later the Board reaffirmed its stance, asserting its belief that home schools should be upgraded. Afro-American history was introduced as a high school course during the 1969-70 school year.
3. As a result of participation in a study of needs for cooperative programs involving the culturally handicapped the Board adopted the following policy:
 - a. Programs for intercultural education should be expanded for district pupils.
 - b. Consideration would be given to participation in the transfer program with the City School District in 1969-70.
 - c. The space problem of the district was too great to increase enrollments with out-of-district pupils for 1968-69.Since March 1969, a teacher exchange with Rochester School No. 14 was implemented, intercultural activities in adult education were promoted and curriculum revision for intercultural education at all grade levels was under study.
4. This district offered Title I funds to the city in 1967-68 for establishment of a cooperative exchange program. No action on this offer was taken by the City School District. In November 1968 an exchange

4. (continued)

program between district and city 7th graders was proposed and dropped due to "an incordial reception" by a City School District representative. A subsequent proposal for City School District pupils to participate in the district's summer school was defeated the following Spring.

5. The Board stated that no transfer programs would be entered into unless a district referendum was taken.
6. A Citizens Advisory Committee recommended the following Board action in July 1969:
 - a. That guidelines be established for teaching human relations.
 - b. Minority hiring be increased.
 - c. Establishment of teacher exchange programs with the City School District.
 - d. Participation in a pupil transfer program with the city.

In December 1969 the Board demonstrated a favorable stance toward the first three recommendations, a negative stance toward the fourth. However, in October 1970, the Board agreed to provide transportation for its district pupils who were enrolled at the city's World of Inquiry School.

7. Although a Citizens Advisory Committee was established in 1968 to study the feasibility of a voluntary enrollment program, no subsequent action was recorded in Board minutes.
8. In April 1969, a motion to participate in a transfer program with the City School District was defeated. However, the Board recorded its concern for quality integrated education in a statement dated September 1968.
9. A resolution adopted in December 1970 indicated the Board's stance that an understanding of human relations is important to the education of each child. Discussion emphasized that changing housing patterns would be the most realistic way of assuring opportunities for this understanding.

APPENDIX D
CONTACTS MADE WITH
SUBURBAN REPRESENTATIVES

TABLE 31

TABLE 31
CONTACT MADE WITH SUBURBAN REPRESENTATIVES

Representatives & Date	District(s) Contacted	District Representatives (Numbers, if available)	Purpose
Administrator Evaluator 1/3/72	P	Superintendent (1) Principals or Assistant Central Office Administration (3)	Discussion of proposal, evaluation design
Administrator Dr. James Aven, Project Officer 1/6/72	T	Community Board of Education Central Office Administration Superintendent Teachers Administration	General discussion of activities in West Irondequoit
Administrator Evaluator 1/11/72	T	Building principals Central Office Administration (3)	Discussion of proposal, evaluation design
Administrator Evaluator 1/11/72	R	Building principals Central Office Administration (1)	Discussion of proposal, evaluation design
Administrator Evaluator 1/13/72	S	Building principals (5) Central Office Administration (3)	Discussion of proposal, evaluation design
Administrator 1/20/72	Q	Principal	Discussion of proposal, evaluation design
Administrator Evaluator 1/21/72	U	Principals (2)	Discussion of proposal, evaluation design
Administrator Superintendent 2/1/72	P R S Ta U	Central Office Administration	Funding for 1972-73

TABLE 31
CONTACT MADE WITH SUBURBAN REPRESENTATIVES
(CONT'D)

Representatives & Date	District(s) Contacted	District Representatives (Numbers, if available)	Purpose
Superintendent Coordinator, Urban Funded Programs 2/29/72	P R S T U BOCES ^b	Central Office Administration	Meeting with State Education Officers concern- ing state aid for program transpor- tation; pupil transfer and ex- change agreements; possibilities for additional state aid
Administrator Evaluator 3/6/72	P Q R S T U ^c	Central Office Administration	Discussion of proposal development for 1972-73
Administrator Evaluator 3/14/72	BOCES	District Superintendent	Discussion of pos- sible BOCES role
Administrator Superintendent 3/28/72	P R S T U	Superintendents	Funding for 1972-73
Administrator Coordinator, Urban Funded Programs 4/24/72	P R S T U	Superintendents	Funding for 1972-73
Administrator 5/16/72	P	Assistant Superintendent	Pupil Placement for 1972-73
Administrator Coordinator, Urban Funded Programs 5/17/72	P R S T U	Central Office Administration	Funding for 1972-73

TABLE 31

CONTACT MADE WITH SUBURBAN REPRESENTATIVES
(CONT'D)

Representatives & Date	District(s) Contacted	District Representatives (Numbers, if available)	Purpose
Administrator Evaluator 5/24/72	P	Assistant Superintendent	Teacher Inservice for 1972-73
Administrator Evaluator 6/1/72	BOCES #1	District Superintendent	Model Development 1972-73
Administrator 6/21/72	Model Cities Task Force	Model Cities Education Committee	1972-73 Program
Administrator 6/22/72	P	Assistant Superintendents Board Member	Pupil Exchange

- a Represented by Board Member
- b Represented by District Superintendent
- c No representative

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

DIVISION OF
PLANNING AND RESEARCH

SEPTEMBER 1972

AN ABSTRACT OF
THE FIRST INTERIM EVALUATION REPORT:
URBAN-SUBURBAN PUPIL TRANSFER PROGRAM
1971 - 1972

INTRODUCTION

The purpose of the Urban-Suburban Pupil Transfer Program is the reduction of racial isolation among urban and suburban children. Generally, officials expected that daily interaction of urban and suburban children would lead to increased social and academic skills for all pupils involved. Goals specified for 1971-72 related to pupil achievement in reading and mathematics and attitudes of pupils, parents and school personnel. The transfer of 524 City School District pupils to six school districts and one demonstration school, made possible jointly under ESEA Title III and State Urban Education aid, was the primary activity designed to achieve this goal. Originally, 24 pupils were enrolled at West Irondequoit in 1965 while current participants also attend schools in Brighton, Penfield, Pittsford, Wheatland-Chili, suburban schools in the Rochester Catholic Diocese and the Center for Innovation in Education at Brockport.

The World of Inquiry School received Title III funds under this program although funds were made available through a variety of sources. A total of 201 pupils were enrolled at this experimental demonstration school with suburban children representing 20 percent of the total enrollment. Those enrolled were given considerable freedom in structuring their educational experiences, including extensive opportunities in art, science, technology, social studies, music, health and library work.

EVALUATION DESIGN

Since the general purpose of the evaluation was to obtain baseline data, criterion referenced objectives (relating to pupil achievement and attitudes, and parent, teacher, and administrator attitudes) were specified for the transfer program. Results achieved by pupils on tests in the New York State Pupil Evaluation Program and teacher perception of pupil performance

were used to assess achievement objectives. A series of interviews was used to determine the extent to which objectives relating to pupil, parent, teacher and administrator attitudes were attained. Random sampling techniques were generally employed for these interviews.

Objectives specified for pupils at the World of Inquiry School related to achievement, attitudes, creativity and interests. Pupil performance on standardized reading and mathematics tests and teacher assessment of pupil progress were used in the evaluation evaluating achievement. An evaluation of attitudes, creativity and interests of the children is being prepared by Dr. David Elkind and is expected in early Fall 1972.

RESULTS

The following results were considered most significant.

1. Pupils

- a. Expected gains in reading and mathematics were generally not attained, although approximately one-half the urban pupils maintained or increased their achievement levels in reading and mathematics relative to state norms.
- b. Placement in instructional programs in reading and mathematics was considered appropriate for three-fourths of the pupils.
- c. Teachers and administrators alike expressed concern about meeting the social and remedial needs of the children. The majority of urban pupils in grades 1-8 expressed satisfaction with the transfer program and a willingness to continue; however, older pupils expressed some reservations about the distance to the suburban schools and a desire to attend city schools where more of their friends were enrolled.
- d. Daily school attendance of transfer pupils was generally better than that of city pupils.

2. Parents

- a. Urban parents readily expressed support for the program and generally believed it offered their children "better educational opportunities."
- b. Equal percentages of suburban parents reflected positive and negative attitudes toward the program. Four out of ten believed their districts should lend financial support.

3. Community

The Urban-Suburban Community Council met four times to review general program operation but did not function as an advisory group as intended.

4. Boards of Education

- a. Commitments have been given by all participating districts to maintain or increase transfer pupil enrollment providing tuition is paid.
- b. Two of nine nonparticipating districts have approved the program in principle, none has taken formal action to participate during the 1972-73 school year.

5. Teachers and Administrators

- a. The majority of teachers and administrators were in favor of the program and expressed a willingness to continue as participants.
- b. Teachers, district administrators and the program administrator differed in their perceptions of program objectives.
- c. A ten percent decrease in pupil enrollment resulted from an expected budget deficit.

6. World of Inquiry School

- a. Pupil achievement in reading and mathematics was generally higher than counterparts citywide.
- b. Placement in instructional programs appeared appropriate for approximately two-thirds of the pupils in reading; for all pupils in mathematics.

RECOMMENDATIONS

The following recommendations are offered for future program improvement. In each instance, the recommendation is based upon analysis of data or the deductions and inferences drawn from the components that were evaluated.

- 1. Clarify and redefine the goals of the program, so that all interested groups concur upon the purpose, direction and operation of the program.
- 2. Identify and designate one liaison person from each district to assist in program modification, coordination and implementation.

3. Appraise pupil progress periodically during the year and provide immediate compensatory assistance when needed.
4. Provide inservice training to district officials and teachers relating to both the needs and culture of urban transfer children.
5. Provide special transportation after the school day so that urban children may increase interaction with suburban children and school personnel.
6. Establish and maintain closer home-school contacts especially with regard to attendance.
7. Continue exploration of methods for reducing operational costs while increasing pupil participation so that racial isolation is not reestablished.
8. Include representation from each interested and involved group on the Community Council.
9. Implement two way pupil exchanges.

NOTE: Additional findings and recommendations can be found in the FIRST INTERIM EVALUATION REPORT: URBAN-SUBURBAN TRANSFER PROGRAM 1971-72. A copy is available through the Division of Planning and Research, City School District, 13 South Fitzhugh Street, Rochester, New York 14614.